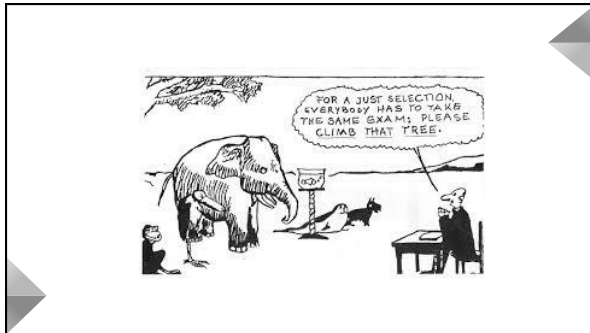


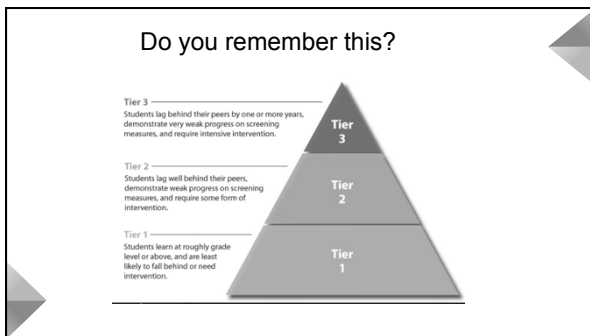
Our journey has become
sweeter each year.....



Previous Years...

-Needs-based model





District Literacy Expectations:

- Scott Foresman
- Jolly Phonics
- Michael Heggerty
- 95% Group
- 6 Traits
- Write Source
- 6 Minute Solution

A small cartoon bee logo is located in the bottom right corner of the slide.

Interventions to Support Core Curriculum:

- Read Naturally
- Reading Recovery Model
- Small Group Reading Clubs
- Wilson Reading
- Rapid Fire
- Earobics
- Reading Reflex
- Explode the Code
- CRISS Strategies





NOW:

- Growth-Based Model



Let's Think about the 5 Big Areas of READING:

- Phonemic Awareness
- Phonics
- Writing
- Fluency
- Comprehension

How do we find out where they are? What are they coming to school with?




Assessments

Formative - To inform instruction
(Assessment FOR learning)

Summative - Summary of learning
(Assessment OF learning)

Assessments

<p><u>Formative:</u></p> <ul style="list-style-type: none"> -observation -parental input -conversation -fluency snapshots -ABC recognition -writing samples -running records -book handling 	<p><u>Summative:</u></p> <ul style="list-style-type: none"> -AIMSweb -MAP -district assessments -end of unit tests -KIDS Kindergarten Assessment -ISEL
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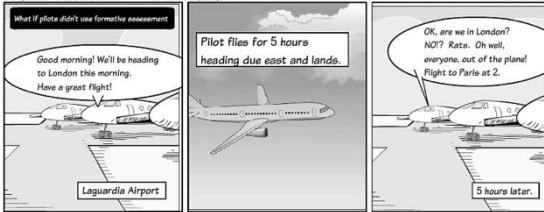


Think-Pair-Share

Could some assessments be both formative and summative?
When? How?

FORMATIVE ASSESSMENT - BY LOUBERNARD

What if pilots didn't use formative assessment?



Good morning! We'll be heading to London this morning. Have a great flight!

Pilot flies for 5 hours heading due east and lands.

OK, are we in London? NO?? Kata. Oh well, everyone, out of the plane! Flight to Paris at 2.

Laguardia Airport

5 hours later.

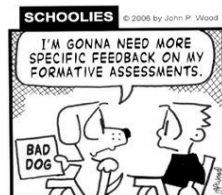
WWW.TOOMEDOO.COM

Formative Assessment Video



Use your data
to inform your
instruction!!!





How do we use data?

- whole class needs
- individual needs
- grouping practices



data!

....zzzzz Analyze our bee

Whole Class Needs:

- Looking at entry level skills in a specific literacy area.



Individual Needs:

- What specific phonemic awareness skills are still needed?
- What level of phonics is a student at?
- What comprehension skills are missing?
- Are students reading fluently?
- What level of developmental writing is a student at?

Grouping Practices:

- comprehension skill-based groups
- interest-based groups
- guided reading level groups
- phonics levels
- phonemic awareness needs
- writing levels
- fluency level



Primary Sample K-1 Grouping

Reading Groups 9/18/14

Mrs. Hatlen - Tigers AA 111-130 Hailey E., Muhammad, Angelina, PJ

Mrs. Bianchin - Lions AA 121-130 McKayla, Juliet, Ceasar, Madison M.

Mrs. Landry - Elephants A 131-140 Evan, Alyssa, Madison S., Noel

Mrs. Paynic - Zebras B 141-150 Collin, Emily, Taylor, Mia

Mrs. Johnson - Giraffes C 151-160 (CVC) Brennan, Jaethan, Isaiah, Ben, Eli

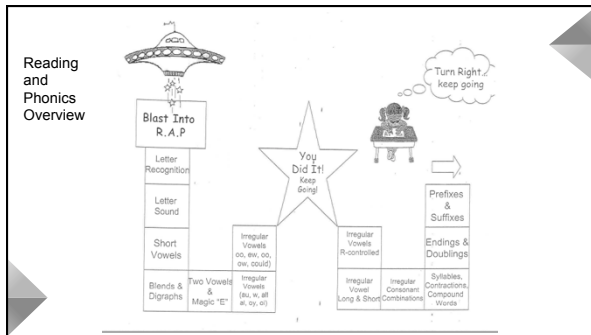


Kindergarten Guided Reading Planning

[illegible]

Stage	Example
Pre-writing: Drawing <ul style="list-style-type: none"> • uses drawing to extend writing • makes for drawing – writing a conversation of a playground • messages • used that drawing as if it were writing on them 	
Pre-writing: Scribbling <ul style="list-style-type: none"> • scribbles but intends it as writing • scribbles sometimes writing • holds and uses pencil like an adult 	
Early Emergent: Letter-forms <ul style="list-style-type: none"> • shapes in writing usually resemble letters • does not use actual letters • look like poorly formed letters, but are unique creations 	
Emergent: Random letters or letter strings <ul style="list-style-type: none"> • some letter sequences perhaps learned from teacher name • may write the same letters in many ways • string letters in random order 	
Emergent: Writing on invented spelling <ul style="list-style-type: none"> • creates own spelling when conventional spelling is not known • may write letters represent entire syllables • includes many syllables • may not use proper vowels • as writing matures, words may be spelled conventionally • as writing matures, words may only on lines become read and used 	
Phonetic: Conventional spelling <ul style="list-style-type: none"> • usually resembles adult writing 	

From: www.scripps.org School Curriculum Services

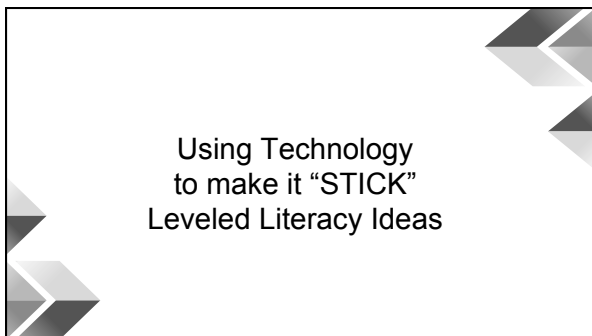


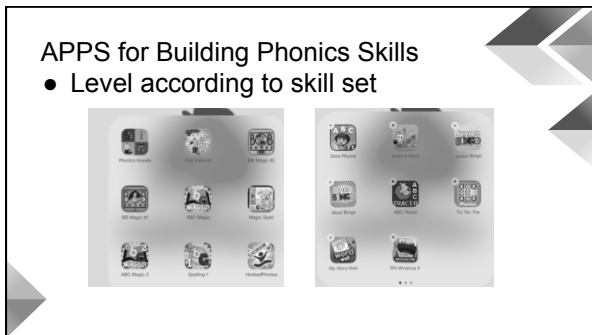


Phonics Skill Grouping

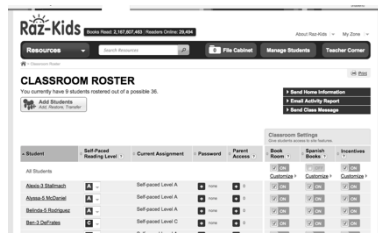
	November 12-13	November 20-December 13	December 20-December 31
1. Letter Recognition	1. Letter Recognition Letter Recognition Letter Sound Short Vowels Blends & Digraphs	2. Two Vowels & Magic "E" Two Vowels & Magic "E" Irregular Vowels: oo, ew, oo, gh, ou, ou	3. You Did It! Keep Going! You Did It! Keep Going! Irregular Vowels: ea, ie, ai, W, ey, ei
2. Letter Sound	2. Letter Sound Letter Recognition Letter Sound Short Vowels Blends & Digraphs	3. You Did It! Keep Going! You Did It! Keep Going! Irregular Vowels: ea, ie, ai, W, ey, ei	4. Irregular Vowels R-controlled Irregular Vowels R-controlled Irregular Vowel Long & Short
3. Short Vowels	3. Short Vowels Letter Recognition Letter Sound Short Vowels Blends & Digraphs	4. Irregular Vowels R-controlled Irregular Vowels R-controlled Irregular Vowel Long & Short	5. Prefixes & Suffixes Prefixes & Suffixes Endings & Doublings Syllables Contractions Compound Words
4. Blends & Digraphs	4. Blends & Digraphs Letter Recognition Letter Sound Short Vowels Blends & Digraphs	5. Prefixes & Suffixes Prefixes & Suffixes Endings & Doublings Syllables Contractions Compound Words	



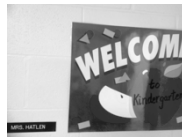




RAZ-kids and Reading A to Z



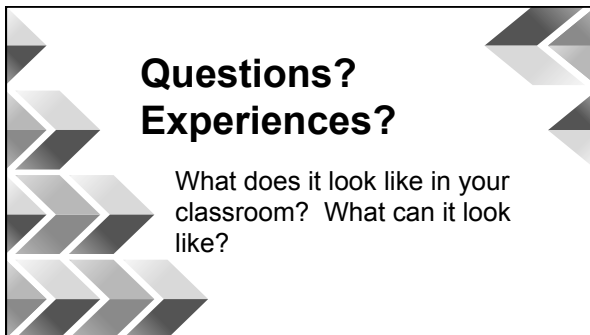
What is one idea we talked about today you may like to try in your classroom?











What assessments does your district use? Whole or Small group break-out

- Whole group discussion on how we can use these for grouping
- Small group discussion with those who use similar assessment

(Extra Activity)



Early Literacy....How Sweet it is!

Bit o' Honey for ALL!

Contact Info

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